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ABSTRACT

The examination of career education preparation needs specifically for teachers in rural or small schools was conducted by teacher education faculty at Eastern Oregon State College and the faculty of a school district in rural northeast Oregon. Imbler School District, which opted for an infusion approach to career education rather than a separate program, has a faculty of 25, including administrators, counselors, and teachers, for grades K-12 with a student population of about 400. The report includes teacher preparation needs for career education as perceived by the teachers in the Imbler district, the inservice process used by that faculty to develop its career education plan for elementary and secondary levels, and a brief description of goals and activity development. Sample activities and guides for classroom use are included for each grade, with emphasis at the elementary level on career awareness, with specific activities detailed, and at the secondary level on competencies to be achieved, with suggested activities to achieve them. Career education activities at the elementary level are worked into one or more existing subject areas; at the secondary level, career education goals are assigned to individual subjects and grade levels. (RS)

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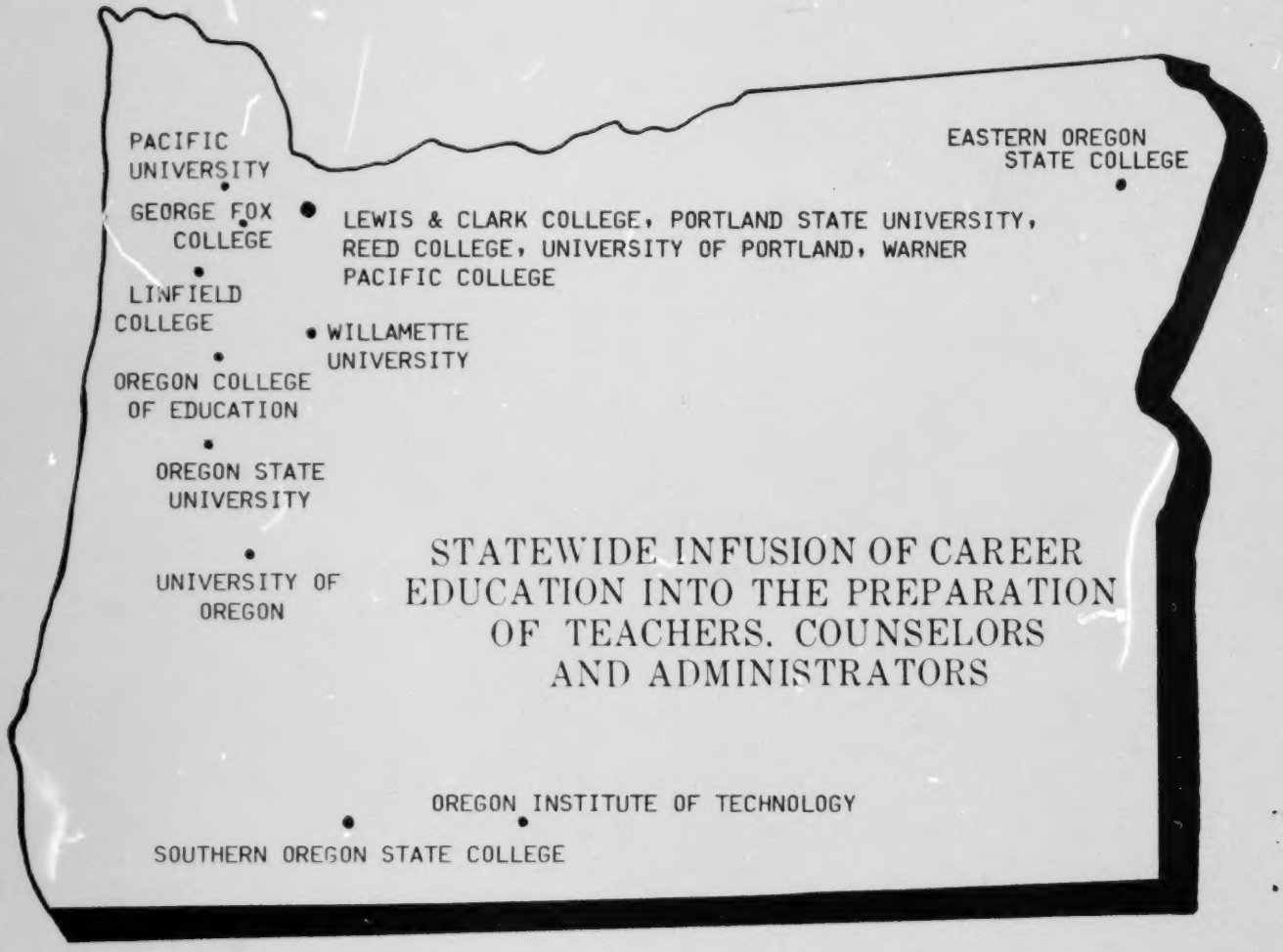
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CAREER EDUCATION PREPARATION NEEDS IN RURAL OR SMALL SCHOOLS

Doyle Slater — Editor

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INTRODUCTION

Objectives and Activities

Whenever requests are made to add offerings or to include new materials or information to the all ready bulging curriculum, personnel in the rural/small schools particularly feel the pressure because of the many and varied staff responsibilities.

As career education has been introduced into the rural/small school curriculum it has met with resistance because of the additional responsibility and the insecurity associated with personnel feeling ill-prepared to deal with an additional subject area. It was described to examine whether there are special preparation needs of teachers for career education and how teacher preparation institutions might better equip teachers who are planning to teach in rural/small schools.

The project to examine career education preparation needs for teachers in rural/small schools was conducted by faculty in teacher education at Eastern Oregon State College in LaGrande. Initially the project effort was aimed at examining preparation needs and assisting teachers in a rural/small school setting to:

1. Organize and adapt career education activities appropriate to a particular geographic area and needs.

2. Select and adapt published materials for student use.

3. Identify and select effective community career education resources.

4. Identify supplemental resources and activities.

5. Develop simulated experiences for students relating to career education.

It was decided to select one school district with which to work, to provide assistance in career education development and to examine preparation needs for teaching career education in a rural setting. The faculty of Imbler School District, Union County, eight miles from the town of LaGrande in rural Northeast Oregon, expressed interest in participation in the project effort. The twenty-two faculty and staff who participated had developed some career education goals, were conducting some activities, and a few faculty had participated in career education workshops conducted by staff at the Union County Intermediate Education District. After discussion with faculty on the project objectives, the following activities were planned and conducted:

1. Examine availability of resources and develop material guides for use in rural/small schools.

2. Assess preparation needs in career education for teachers in rural/small schools.

3. Examine the processes and procedure of a faculty effort in development of a career education program in a rural/small school.

Setting

Imbler School District has a faculty of 25, including administrators, counselors and teachers for kindergarten through grade 12 with a student population near 400. At the time of the proposed project, Imbler School had general career education goals and competencies developed as part of an effort to comply with adopted Oregon Minimum Standards, specifically high school graduation requirements. Further work was necessary on defining the career education competencies more precisely and determining where the goals and competencies should be placed. At all levels some career education activities were included, but with little correlation. At both elementary and secondary levels, the underlying assumption was the use of an infused career education program rather than a separate career education course. The latter had been tried earlier at the high school level but failed to meet the needs of many students. The proposed project then, could serve the needs of Imbler School at a critical time in its career education program development; assist in the review of needs and concerns relating to teacher preparation; and prepare materials that might be used by other rural/small schools interested in the infusion of career education.

Procedure

The faculty participants were grouped to accomplish the three aspects of the project. First, each person was a member of one of three groups to (a) develop a position paper describing special preparation needs of teachers in delivering career education in rural/small schools; (b) develop a guide describing the processes developed in this rural/small school's development effort; (c) compile guides for classroom use, to include career education materials, and resource ideas for use in rural/small schools.

Second, each participant worked as a member of the elementary or secondary faculty team to determine appropriate goals and assign grade level and content to each goal.

Third, each member worked individually to incorporate the goals and competencies into the respective subject matter and/or grade level. This involved identifying, locating, and developing specific activities to be used with identified goals in respective classes and subject matter areas.

The reports from the respective groups follow, with minor editing to retain continuity. The first report describes preparation needs of teachers for career education as perceived by the teachers in Imbler School District. The second report describes the group activities and processes. Participants were asked to monitor all group and individual discussions to report development problems and recommend how such an effort might be improved. The third report gives a brief description of goals and activities development and includes guides and summaries of guides developed by the teachers for use in their respective classrooms.

PREPARATION NEEDS OF TEACHERS

Before one can identify preparation needs of teachers in rural/small schools, it is expedient that one first recognizes (a) the problems inherent in rural/small school teaching positions, and (b) the limitations of current teacher education programs with regard to career education, particularly in a rural/small school.

First, a teacher candidate who plans to teach in a small school should realize that certain problems and conditions exist in a small school that set it apart from a larger school system. Some of these conditions are:

1. One may find oneself as the only person in a particular department, affording little professional interaction within one's subject area. This isolation from people with similar interests is amplified by the absence of area-wide or county-wide organizations to promote professional growth and sharing.

2. In the elementary school, a teacher must be prepared to teach music, art and P.E., rather than having other specialty teachers available to do this.

3. Teachers in the secondary school may have to prepare for six different classes each day.

4. Demands on one's "leisure" time may include assignments as coaches, activity counselors, class advisors, and expected attendance at sports and other events. In addition to this, time designated as preparation period during school may be usurped by requests to cover other classes, run errands, meet emergencies, etc.

5. Teachers in the secondary schools will usually find themselves teaching classes other than those in their major area of study.

6. Small budgets, already strained, may prohibit purchase of materials, regardless of their potential value in the classroom.

7. Teachers in a small community have little private life. The double standard may be applied to teacher conduct, dress, and use of time, resulting in less personal freedom and individuality.

8. In a small school, the limited selection of elective classes force students to enroll in subjects in which they have little or no interest.

Second, one needs to realize that education programs in colleges and universities do not always correlate with the actual teaching conditions in which a first-year teacher will find himself. Therefore, we suggest that:

1. College teachers need to return to the public classroom periodically to update personal awareness of problems inherent in teaching in a rural/small school. This would enable educators to maintain a more realistic grasp on the changing trends in lower education.

2. Classes available to undergraduates in college should concentrate on subject area information, and development of materials, with only a minimum of instruction on theories of education. Theory classes, then, could be reserved for graduates (or seniors) who have had at least cursory experience in a classroom situation and are more able to relate to the theories being taught.

With these problems and conditions in mind, we are now able to address the problem assigned to us, namely, to identify the special preparation needs of teachers in delivering career edcuation in rural/small schools. We found it meaningful to relate these preparation needs to the eight basic competencies for teachers.

1. Enable learners to identify and clarify personal abilities, interests and values in relation to their career development.

   a. Teachers need an awareness of how students arrive at values which may be held by a specific community, rather than depend on stereotypes of values. (e.g., just a bunch of loggers.)

   b. Teachers should always be aware of the life roles of people in community. There should be some knowledge of how their careers affect personal life, family life, leisure time and community government, etc.

2. Enable learners to discover the interactions and relationships among life roles, personal life styles and occupational choice.

   a. Teachers definitely have a need for counseling classes as a requirement.

   b. As teacher candidates get into intense education classes, there should be opportunities to talk with "regular" classroom teachers regarding problems/blessings of teaching in small schools. Perhaps this could be done on the basis of small schools versus large schools.

c. Teachers should always be aware of the life roles of people in community. There should be some knowledge of how their careers affect personal life, family life, leisure time and community government, etc.

3. Deomonstrate a knowledge appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

   a. Teachers definitely have a need for counseling classes as a requirement, with an emphasis on test use and interpretation.

4. Provide the learners with occupational information.

   a. During a teacher candidate's course of study, there needs to be an experience with the career education curriculum from the student's point of view. Perhaps simulation, role-playing, observations or video tapes of actual classroom activity could be used.

   b. There should be availability of hands-on materials as soon as the decision is made to enter teaching pertaining to careers in given subject areas, e.g., vertical file, clippings, etc., updated regularly and a career shelf in room to which students have access.

   c. The feeling that less theory and more practical experience would be of value. The introduction in a candidate's subject area rather than education could be valuable. With less emphasis on education classes, candidates would develop more strength in interest area. Education classes could be more valuable during senior year or after actual teaching experience as graduate classes.

5. Identify and use school and community resources which will assist the learners in their career development.

   a. Being involved in realistic budget preparation would be extremely helpful in teacher preparation. Also, evaluating career education materials available, with supervision, would allow teachers to know what they were looking for in good, usable materials.

   b. Having textbooks oriented towards career education would be very helpful; as in most small schools, teachers do not have time to develop comprehensive materials.

c. Teachers should have become aware of and be familiar with occupations available in the community to aid in occupational guidance and teacher-parent relationships. Such things as salary structure and paydays would be helpful.

d. Being able to identify services available, similarities to other communities in general, life roles of people in the community, the role of the school board, lodges available, etc, in the community you are involved in would be helpful.

e. Teachers should always be aware of the life roles of people in community. There should be some knowledge of how their careers affect personal life, family life, leisure time and community government.

f. Knowing their own rules, their place in the community bureaucracy and a knowledge of where the real power lies is helpful.

6. Enable learners to identify and understand the differences in working relationships associated with various occupations.

a. Teachers definitely have a need for counseling classes as a requirement.

b. As teacher candidates get into intense education classes, there should be opportunities to talk with "regular" classroom teachers regarding problems/blessings of teaching in small schools. Perhaps this could be done on the basis of small school versus large school.

c. Teachers should always be aware of the life roles of people in community. There should be some knowledge of how their careers affect personal life, family life, leisure time and community government, etc.

7. Enable learners to acquire and apply decision-making skills.

a. Teachers definitely have a need for counseling classes as a requirement to orient in teaching discussion making skills.

b. Teachers need an awareness of how students arrive at values, values which may be held by a specific community, rather than depend on stereotypes of values. (e.g., just a bunch of loggers.)

8. Work with learners in involving parents in the learners' career development.

   a. Teachers should always be aware of the life roles of people in the community. There should be some knowledge of how their careers affect personal life, family life, leisure time, and community government.

   b. Teachers should become familiar with occupations available in the community to aid in occupational guidance and teacher-parent relationships. Things that should be included are salary structure and paydays.

CAREER EDUCATION INSERVICE DEVELOPMENT PROCESS
AND RURAL/SMALL SCHOOLS

This section describes the process used by the faculty of Imbler Schools to develop its career education plan, and identifies concerns and problems that might be examined in view of other development efforts. Elementary and secondary levels developed plans in separate groups although the philosophy behind the programs is similar.

Secondary Group

1. The first major group decision focused on the question, should career education be a separate program or infused into existing programs? After lengthy discussion, the decision was made to infuse.

2. The group then examined resources to see what other schools are doing.

3. The next major decision was how to organize the program -- to use another school's, to create a new structure, or to use existing program goals and competencies for the organizational framework? The group decision was to use the existing program goals and competencies developed in an earlier effort as a beginning point for present development.

4. The next task was to revise, add to, and delete, one by one each program in light of area business, community values, personal experience.

5. Next the group discussed and revised one by one the competencies in light of existing classes, facilities, equipment, time and personnel. The group then moved to assigning of competencies to classes and subject areas.

6. There was considerable discussion of possible modifications to present programs for furthering of career education, and the direction of future planning, for example, a career education week, and greater use of career oriented texts as texts are adopted.

7. Next, there was a double check on competencies, with specific assignment to individual classes.

8. The individuals in the group next began selecting activities for each assigned competency, to be used in each class or subject area.

9. Next, in each subject area there was a second review and sharing of resources. Additional activities, ideas, innovations, resources were selected, created and adopted.

10. Finally goals, competencies and activities were revised and a document distributed to faculty.

11. Plans were discussed for fall implementation, inservice and faculty meetings.

Elementary Group

1. The group had general discussion of career education what it means and hwere it is going in education.

2. The group chose goal statements and sub-goals and began identifying some activities to be used in each grade.

3. The next decision made was on organization, to relate five subject areas to the selected goals and to identify, develop or create activities for each subject area.

    Format:
    - A. Eight goals
    - B. Five different subject areas:
        1. Language Arts
        2. Social Studies
        3. Math
        4. Art/Music
        5. P.E., Health and Science
    - C. One or more activities for each goal in each of the five subject areas for approximately 40 activities total.

4. Each activity had to be put in the correct subject area and under the proper goal for each grade level. Where the activity could be in two different subject areas and meet several different goals, it was placed where the individual teacher would prefer to use it. The materials were reviewed and evaluated and duplicated and organized into folders.

Summary

Much could be said regarding the many and diverse aspects affecting the final outcomes of this developmental effort. Following is a discussion of several of the important outcomes and suggestions.

Use of Groups -- After a brief introduction to project purposes, an initial split was made into elementary and secondary groups to find a foundation from which to work. For various reasons, this yielded a separate direction to each group and therefore overall continuity K-12 is less that it might have been. An occasional elementary/secondary integration of planning is encouraged especially near the beginning to establish and maintain a degree of continuity. Experience

will tell the degree of continuity in the Imbler career education program. Philosophically the bases are similar and the difference in approach which elementary and secondary took may be negligible in terms of our end result.

It may be wise to use smaller groups to handle certain aspects of this project; for example, smaller groups to establish teacher inservice ideas may be most effective.

Leadership and Selection -- Of all aspects affecting the developmental process, leadership is probably the most important consideration. A specific method of establishing group leadership cannot be recommended from this experience since the dynamics of each group was different.

In the Imbler inservice, leadership at each meeting shifted slightly dependent upon the topic covered. In the small groups of 6 to 10 teachers leadership evolved from necessity and the person most familiar with that aspect of the career education program gave guidance and stimulus to group thoughts. In later sessions, as the groups switched emphasis, leadership shifted to the person most qualified with the area.

The group organization as a whole was democratic but loosely structured. This organization proved effective in reaching the goals.

In retrospect an overall coordinator between elementary and secondary levels present at all class sessions might have been most helpful in keeping communication going between both levels and sub-groups.

Timing -- The time of year during which to schedule this career education work is an important consideration. This development and review effort was scheduled in the last two months of the school year. This turned out to be a poor time because of heavy activity load in the spring.

Conclusion -- It is recommended that the developed program be reviewed and revised in at least its first applications. Some general guidelines might be developed from the applications of the Imbler program which could make this process applicable to a variety of small schools.

CAREER EDUCATION RESOURCES FOR RURAL/SMALL SCHOOLS

Due to budget restrictions, commercial career education resources found within the rural/small schools are often very limited. Consequently, resources found within the community, IED, state and community colleges, and government agencies must be relied upon heavily. The following are some of the resources used at Imbler Schools.

School Guidance Counselor	Career Information Service Needle Sort Job Guidance Index Catalogues: Colleges, vocational schools, military
IED	Career education related audio-visual software Educational literature Career education resource personnel Valuable resource person index
Armed Forces Recruiter	Vocational aptitude testing Military career information
State and Community Colleges	School visitations Career planning Job outlooks Campus visitations
Community	School employees Parents Local merchants, farmers and businessmen

More resources and specifics could be added to this list but it is sufficient to say that there are many excellent resources if they can only be recognized and put to use in helping students make career decisions.

CAREER EDUCATION PROGRAM GOALS

The following section provides the brief summary of career education goals for the Imbler School, elementary and secondary levels. As stated earlier, the underlying idea behind the goals at both levels is that career education activities be infused into the existing curriculum. At the elementary level, career education activities became a part of one or more existing subject areas. At the secondary level, career education goals were assigned to individual subjects and grade levels. These specific assignments are found under each discipline's career education guides.

In the case of both elementary and secondary groups, the decision to accept the respective goal statements as foundation for their career education plans hinged on whether the goals meet student needs and whether they fit into the organization of the small school. The elementary group discussed several other approaches to goal statements and reflected upon career education's objectives. The inclusive nature and categorical breakdown of the goal statement sheet produced by Educational Properties, Inc. of Irvine, California, seemed to fit the needs of the elementary programs most effectively.

At the secondary level, discussion began with reflection of what had been done in career education at Imbler to date. After other school's programs and state guides were examined, two fundamental ideas emerged. One idea was that career education be infused into the existing curriculum. The second thought was the felt need to use the school environment to develop habits in the students which would help them obtain and keep jobs. Imbler's existing career education goal statements seemed to meet this objective most effectively, and after some revisions, were adopted.

CAREER EDUCATION
GOAL STATEMENTS ADOPTED FOR IMBLER ELEMENTARY

ELEMENTS OF CAREER EDUCATION	APPRECIATIONS AND ATTITUDES	SELF AWARENESS	DECISION MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS	SKILL AWARENESS, BEGINNING COMPETENCE	EMPLOYABILITY SKILLS
K	Understand the importance of each individual in the function of the home unit.	Understand the rights and responsibilities of the individual at home and school.	Become aware of cause and effect in making decisions.	Be aware of roles in the home and similar roles in the school.	Know the jobs of home members and school personnel.	Identify within the home unit: What is available, needed, wanted, luxury.	Identify different tools for different careers.	Understand the need to share and cooperate to complete tasks.
1	Learn to appreciate all individuals in the school setting.	Know the importance of "self" as an individual and as a worthy member of groups.	Be aware of the consequences of personal decision making.	Understand the similarities and differences between home roles and school roles.	Relate home and school jobs to community functions.	Be aware of the exchange of goods and services.	Be aware that school is a job that requires mastery of basic skills for success.	Acquire the ability to develop rules with others, accept direction and take responsibility.
2	Be aware of the importance of getting along with other people.	Be aware of the capabilities and limitations of individuals.	Analyze alternatives to problems and be able to express them verbally and in written form.	Relate basic skill development to life roles within the community.	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	Understand the money exchange system vs. the barter system.	Understand the use of various communication tools and their effect on life style and future career choice.	Identify styles of interaction that contribute to individual and group goals.
3	Realize the contributions of community members to the student and others.	Recognize attitudes toward learning tools and their value in achieving individual goals.	Identify components of decision making process.	Understand the similarities and differences between life roles and learned skills.	Compare local jobs to jobs in general.	Understand our monetary system.	Understand the use of additional tools and their effect on life style and future career choice.	Understand how to resolve personal conflict between individual and group goals.
4	Be aware of the wage earner's job and how it affects the home unit.	Relate the mastery of educational skills to individual success.	Realize the need for goals in life style decisions.	Be aware of individual strengths and weaknesses as related to peer groups.	Group cluster jobs according to similarity of job performances.	Understand the process of production and distribution of goods and services.	Understand and master the use of tools for measurement and extension of energy in simple machines.	Participate in active groups in order to develop individual and group goals.
5	Analyze working roles as to advantages and disadvantages.	Be aware of the individual's rights and responsibilities as a worker.	Apply decision making process to school related problems.	Understand the relationships between the role of the individual, his environment and the roles of selected adults.	Understand the impact of career clusters on life styles.	Be aware of the law of supply and demand.	Participate in and understand the processes of mass production. Mastery of several measurement tools.	Understand how to relate the school environment to society at large and the need for structure and order.
6	Understand the relationship between occupations and their growth and development.	Select career clusters as related to individual strengths and weaknesses.	Apply the decision making process to home and social related problems.	Understand the relationships between people and their effect on the accomplishment of tasks.	Recognize abilities and skills required for various career clusters.	Understand that specialization creates an interdependent society.	Understand tools and processes used in research. Simple machines combined to produce complex machinery.	Identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morale.

Adapted from Educational Properties, Inc.
Irvine, California

IMBLER HIGH SCHOOL CAREER EDUCATION PROGRAM GOALS/TOTAL

Program Goal	Competencies
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.	Demonstrate responsibility for punctuality and regular attendance at work.
	The student demonstrates the ability to work as a responsible team member in classroom activities.
	The student accepts and meets deadlines for assignments and projects.
	The student will demonstrate acceptable posture, dress and personal grooming.
The student recognizes the economic and social values that different forms of work have in our society.	The student recognizes that all forms of work represent a necessary or dignified society.
Students understand how career choices affect his life role.	Student identifies the interactions and inter-dependence of life roles.
	The student understands how self-concept affects participation in life roles.
Students will be aware of the attitudes and inter-personal relationships necessary to be successful in the world of work.	The student recognizes the need for interpersonal communication in jobs.
	The student identifies behaviors that affect work relations.

Program Goal (continued)	Competencies (continued)
Students will develop the ability to assess his or her own abilities, aptitudes, values, and experiences, and relates abilities to and aptitudes to occupational choices.	The student makes self-personality observations. The student relates self-personality observations to possible choices of occupations. The student relates how value systems relate to occupational choices. Student identifies skills/ experiences he/she has that might be useful in specific occupations. Identify career fields most closely related to personal interest and abilities.
The student will acquire a knowledge of skills necessary for entrance into the job market.	Demonstrate basic skills and knowledge applicable to apply for a job.
Students understand that career development is a life-long process involving change, decision-making and goal adjustment.	The student recognizes career changes are normal in the lives of people. The student understands how change affects career decision-making for an individual. The student recognizes the importance of the decision-making, and goal setting process in career development.
Students who have selected a career will know the physical, psychological, and educational requirements of his/her career.	The student understands how physical requirements and attributes relate to possible occupational choices.

Program Goal (continued)

Competencies (continued)

The student identifies places or methods of training and education which can provide him with occupational knowledge and skills.

The student understands the need for continual updating of occupational knowledge and skills throughout his working life.

The student understands and recognizes advancement may be dependent upon additional training and experience.

SAMPLE ACTIVITIES AND GUIDES FOR CLASSROOM USE

The guides and activities in this section are those developed by the Imbler teachers for use in the classroom. As noted earlier, the formulation of goals at elementary and secondary levels began on different bases. It follows that the guides developed from the goals also differ. In the elementary, the emphasis was placed upon specific activities designed for career awareness. The secondary teachers placed their emphasis on competencies to be achieved with only suggested activities in each area to achieve these competencies.

The purpose of the elementary (K-6) material is to provide practical activities in career awareness which can supplement the regular school curriculum. Although some of the elementary activities are original, many may be familiar to other elementary teachers as they have been condensed in this paper from several sources. The complete activity sheet in lesson plan form is available from Imbler School or the Secondary Education Program at Eastern Oregon State College. The activities can be used individually or integrated into the classroom subject areas. At Imbler, in the elementary program, activities have been compiled into five subject areas: language arts, social studies, mathematics, art/music, and P.E./health/science. Kindergarten activities have been compiled in monthly units.

The high school guides have been organized with respect to the present teaching assignments at Imbler. Changes in the staff often produce changes in the department responsible for areas such as consumer skills, mental health, etc. It may be necessary in the small high school to change responsibilities for some career education competencies each year to match the staff assignments and capabilities.

IMBLER CAREER EDUCATION GUIDES

FOR ELEMENTARY

Kindergarten

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
1. Appreciations and attitudes	1. Understand the importance of each individual in the function of the home unit.	2,5,7	SS	Student will identify jobs done in home, how he helps and why some family members can do more jobs than others (age, size, etc.)
			SS, Art	Student will make booklet about family and self. (a) color house ditto; discuss similiarities and differences to own home; identify family members (& pets), draw, and label. (b) Discuss how student helps family members, and draw pictures to illustrate. (c) Discuss care of pets; draw and label pets. (d) Discuss friends; draw and name a friend. (e) Draw a picture of self, showing importance as family member.
		2	SS, LA	On first day of school, student brings photo of self, pins it on bulletin board, and discusses how he fits into family unit. Discuss what student does for sibs, parents, home. (1/day for first week.)
			SS, Art	Discuss concept of family. Discuss each family member separately (what they do, wear, etc.). Given paper, student draws family members, constructs a mobile, and hangs it in room.
2. Self Awareness	2. Understand the rights and responsibilities of the individuals at home and school.		LA, SS, Health, Art	Students look in full length mirror and describe physical features, similiarities and differences among classmates. Student draws self-portrait and prints name on it. Discuss what they can do (sensory, language, problem-solving, motor, creative, self-esteem). Student will draw a picture showing what he can do.
		3	SS	Plan daily tasks. Each day, volunteer draws child's name from hat to perform task planned.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
2. Continued			SS, Art	Student makes "ME" booklet; trace feet, draw family, house, friends, pet or toy, and illustrate one wish.
			SS, Art	Student cuts pictures/words from magazines which mean "you" or say something about "you". He glues pictures on outside of large envelope (those he doesn't want to share are placed inside). In pairs, students share "paper bag you". Could also be shared with other group.
		8	Health, SS	Student tells how he shares at home or school. Teacher writes these on chart. Discuss please, thank you, you're welcome. Student role-plays how he takes turns at home, school. Discuss why manners are important.
3. Decision-Making	3. Become aware of cause and effect in making decisions.		SS	Four days a week, student is teacher-directed to classroom areas. On Friday, he chooses to work in.
		7	SS	Show pictures of career workers. Play recorded sounds. Students identify the sound and occupation involved.
4. Educational Awareness	4. Be aware of roles in the home and similar roles in the school.	5	SS	Discuss school. Find items in room contributed by other departments in school (shop, home ec., drama). Visit these rooms and observe activities. Visit with superintendent, principal, secretary, custodians, cooks.
		1,2,8	SS	Discuss "What have you done for other people in your family in past 24 hours?" "What have they done for you?" "Let's see who we needed to have this classroom on ours?" "Why are we important to other people?"

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
		1,5	SS, Art, Health	Plant seed in cotton to watch growth. Take field trip to view apple blossoms; return to see little apples starting to grow. Bring apples from home; discuss varieties, flavor, value. Draw apple tree using popcorn for blossoms. Make applesauce and compare with canned. Discuss all jobs involved in growing and marketing various forms of apples.
5. Career Awareness	5. Know the jobs of home members and school personnel.	1,2,7	SS, Art	Student will describe parents' jobs performed outside the home, and tools used.
			SS	Using the Put-Together-People Puzzle, student chooses hat of one job (police, baker, band leader, farmer), and completes that puzzle. Student then draws picture of that worker and dictates to teacher 2 facts about that job.
		2,6	SS, Art, Health	Display pictures of workers (include jobs of parents). Students describe each job. On left side of paper, he draws worker at work; on right side, on vacation.
			Art, SS	Student decides on possible future career and constructs a figure showing himself on first day of work. Method: on 18x24 tagboard, student traces precut outline patterns of male/female, and cuts it out. Using precut patterns for clothing, student traces pattern onto fabric, cuts out garments and rubber cements them onto figure. Discuss and display.
		8	SS	(a) Student chooses job within school of interest to him and demonstrates use of representative tool. (b) Student names and demonstrates tools used within classroom (clay, scissors, books, etc.) (c) Student selects an occupation and finds pictures of related tools. (d) Students investigate jobs outside home and invite resource people in.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
5. continued			PE, SS	Teacher leads students in motions/activities related to careers. Teacher first demonstrates motions, verbal clues, then says, "I am a . . . Do what I do."
			PE, SS	Students sit in circle. One, in center, goes through motions and gives vocabulary words of occupation until other student identified job.
			PE, SS	Take a walk in community and identify all visble careers.
		8	SS	Discuss travels of a letter. Write a letter to someone in class. Take a field trip to post office, observe activities and mail letter.
		6	SS, Art	Students share information about parents' jobs and complete a mural illustrating (a) jobs; and (b) basic necessities and non-essentials provided by parents' jobs.
		1,2,3,8	SS, LA, Health	Students plan luncheon for mothers (ribbon sandwiches, jello with fruit cocktail, cupcakes, kool-aid). Take field trip to store to purchase groceries. Prepare foods in home ec. room. Serve luncheon and clean up.
6. Economic Awareness	6. Identify within the home unit; what is available, needed, wanted, luxury.		LA, SS	Read "Grasshopper and the Ant". Use role-playing or puppets. Students list gifts they'd like to give their families, and discuss wise choices and methods of saving. Discuss times family had fun without spending money. Plan class party/activity requiring little money/materials.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
6. continued			LA, SS, Art	Discuss why parents work, why family needs money, how mother contributes even if she stays at home. Find pictures of goods and services family buys. Plan a party, identifying goods and services needed.
			LA, SS, Health	Find pictures of people eating. Discuss food differences and similiarities; where families get food today vs. long ago. Plan well-balanced meal.
			LA, SS, Art, Health	Child makes booklet of his home, family, favorite room, family needs and wants. Student brings pictures of favorite breakfast foods, discusses likes and dislikes. Find pictures for chart titled "I wanted, I want, I will want."
		1,3,4	LA, SS, Art	Using pictures from magazines, students make mural showing what their families do for fun. Each student tells about his choices.
			SS, Health	Identify basic needs of family by considering a baby or doll.
			Art, SS	Divide bulletin board in half -- 1 side, dreams; 1 side, real. Students cut out pictures of what they dream about having, and what they actually have. Discuss importance of having such dreams.
7. Skill awareness, beginning competence.	7. Identify different tools for different careers.	1,2,5	SS	Given pictures of workers in an occupation, student will name the job, tell why it is important, and identify tools needed.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
7. continued		8	LA, SS Art	"What do Santa's elves do?" Students name all tasks elves might perform; discuss each job and tools used. Teacher makes up riddles using tools and job tasks; students guess jobs. Students could make a mural showing many elves at work.
			SS	Show pictures of tools (wrench, vacuum cleaner, violin). Students will identify tool, probably user, proper use, and if used indoors or out.
			SS	Display pictures of large equipment (steam shovel, computer). Make up a riddle for each, including tool's function and career workers using it. Students find and identify correct equipment.
			SS, LA, Art	View films, read books about dairy farms. Discuss jobs found on farm, tools needed. Take field trip to farm, observe milking, all farm equipment. Draw a picture of part of field trip and display. Visit grocery store and buy milk. Make butter. Role play farmer and helpers.
			SS, LA, Art	(a) Student cuts out 3 pictures that relate to transportation. (b) Student could draw one form of transportation and worker who operates it. (c) Discuss all forms of transportation.
8. Employability skills	8. Understand the need to share and cooperate to complete skills.	2	SS	Students will perform daily classroom tasks, with jobs rotating weekly. Students will evaluate school projects: "Did I follow directions? Did I use my own idea?"

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
8. Continued		2	SS, LA	(a) Discuss feelings - why people feel sad, happy, etc.; how feelings affect actions; how health, weather affect feelings. (b) Students could role-play service occupations where employee is grouchy, customers are happy, and vice versa. (c) Discuss parent- and child-feelings in specific situations (delaying bed-time, spend all money on candy, argue with sibling). (d) Explore handicaps through attempts at lip-reading, following directions while blind-folded, doing all activities 1-handed for half hour. Discuss feelings. (e) Given names of occupations, student tells if job deals with things or ideas. (f) Use 1 piece of 6x6 paper for each student in class. Cut each square into 3 pieces, all shapes distinctly different. Mix pieces and give 1 to each student, who must match his piece with other 2 to form square.
		2	LA, SS	Role play "The Little Red Hen" or use puppets. Discuss importance of working together.

Grade 1

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
1. Appreciations and Attitudes	1. Learn to appreciate all individuals in the school setting.	2	LA, SS	Students each an opportunity to be VIP (Very Important Person) of the week. During this time, he/she will bring pictures, objects, information related to self and own family. These items could be placed in a display, or included in a scrapbook given to the student at the end of the year.
			SS	Make a bulletin board with a large beehive. Each student is represented by a bee, and takes turns as leader, choosing room helpers for the week.
2. Self Awareness	2. Know the importance of "self" as an individual and as a worthy member of groups.	7,8	LA, Art Health	Make a booklet about self and how I grow. Include: tracings of foot and hand, color of eyes and hair, favorite things, food I like, thumbprint, birthday, height, weight, address, family.
3. Decision-Making	3. Be aware of the consequences of personal decision-making.	4	LA	Explore differences and similiarities in families by making a booklet of "My Home." Include topics such as my family, what we like to do, what we'd like to have, what we like to eat, what our house looks like.
		6	SS	Using fable, "The Grasshopper and the Ant," use puppets or class play to demonstrate decision-making. Could include discussion on spending money for gifts and choosing gifts wisely.
		2	Health, Art	Using pictures of traffic signals and situations in which traffic signal is used, students could color in appropriate signal lights.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
3. Continued		6	Math, SS	Take a trip to a grocery store. Give each child a dime to save or spend as he/she chooses. Discuss decisions.
			Art, Health	After discussion of how weather affects choice of clothing, give each child a cut out boy/girl and pictures of clothing to color and cut out. For a week, have them dress cut out appropriately for weather.
4. Educational Awareness	4. Understand the similiarities and differences between home roles and school roles.	2,3	SS, LA, Sci	After identifying basic needs, students choose to draw pictures illustrating needs, and make posters.
		6,7	Math	Have a math unit on measuring. Read a variety of recipes. Discuss need for mastery of math in school kitchen. Prepare and serve a luncheon.
5. Career Awareness	5. Relate home and school jobs to community functions.		LA, SS Math,	Using pre-made cookie dough, students learn about working in an assembly line by rolling, cutting, and baking cookies. Discussion could include advantages of assembly line organization and jobs which utilize assembly lines.
			LA, Music	Songs: "The Shoemaker" "The Farmer" "Policeman"
			SS	Students learn about roles and responsibilities of firemen and policemen through guest speakers and discussion.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
5. Continued			SS	Through examination of tools and equipment and classroom discussion, students could identify roles and responsibilities of city employees. Could include panel of city employees; neighborhood map; trip to city water pumping station; sewage system and garbage dump.
6. Economic Awareness	6. Be aware of the exchange of goods and services.	5,7	SS, LA, Art	After viewing film on assembly lines ("The Winnebago Factory"), students assemble small boats. Job divisions could be dispatcher, gluer, painter, final inspector.
			SS	After discussion on why parents work and why families need money (include role of mother who doesn't work outside home), use picture to illustrate goods and services families might purchase.
			Art	Students could plan and assemble flower pots (using cardbook tubes) in an assembly line. Jobs would include cutting tube, adding construction paper bottoms, gluing, inserting play dough, painting, inserting flowers, inspecting.
			Art	Using assembly line, make pen holders out of two pieces of wood screwed together, with a hole drilled in the center.
7. Skill Awareness Beginning Competence	7. Be aware that school is a job that requires mastery of basic skills for success.	1,6	SS,Art, Health, Math	Visit work sites of various school employes. Discuss jobs, importance of health of workers, role in functioning of school.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
7. Continued		5	LA, Health	During study of 4 food groups, the school cook could assist in showing how to plan meals. After preparation of student-planned and prepared meals, students could relate their activities to those of school cook.
8. Employability Skills	8. Acquire the ability to develop rules with others, accept direction and take responsibility.	5,8	LA	Using a room post office, students could investigate role of postmaster/postman. Activities could include writing, addressing, mailing, sorting and delivering mail (Valentines). Could include trip to local post office.

Grade 2

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
1. Appreciations and attitudes	1. Be aware of the importance of getting along with other people.	all	Math, SS	Set up a grocery store with empty food containers, "clerks" affix prices and make change for customers. Role play/ discuss various jobs in supermarkets.
		3,4,5,6, 7, 8	Music	Songs: "Policeman", "Milkman", "We Went to See the Fireman", "Growing Crops", "The Farmer", "At Our House".
		all	Art, SS, LA	After a field trip to the fire station, students could (a) write stories about the experience and jobs they saw; (b) discuss role of fireman; (c) draw pictures showing some aspect of fire station.
		all	SS, Art, LA	Explore occupations in food industry by (a) finding pictures of people working with food; (b) taking field trips to bakery, grocery, restaurant, and identifying various occupations; (c) discussing teamwork and its effect on production; (d) working in groups to illustrate variety of jobs found in each business.
		2,3,4, 5,7	LA, Art, SS	Students could tell about parents' occupations and paint or draw pictures to illustrate parents' work.
		all	Sci	During a walk through the neighborhood/town, students will observe land usage, buildings, jobs being performed.
		all	SS	Read books from the "I Want to be . . ." series. Compare jobs with respect to age requirements, physical skills, educational needs, danger/ glamour, wages.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
2. Self Awareness	2. Be aware of the capabilities and limitations.	3,6	Math	Utilize math problems using students' names.
		4	LA, SS	Given specific occupation situations (e.g., fireman putting out a fire), students will pantomine activities involved.
3. Decision-Making	3. Analyze alternatives to problems and be able to express them verbally and in written form.		LA, Math	Display clock face. Read rhymes containing time and have students move clock hands to show the time given.
		5	LA	Using scrambled words which are names of various occupations, students will unscramble the jobs.
		4	LA	After discussing describing words (adjectives), students will cut out pictures of occupations they would enjoy and write 3 adjectives describing each occupation.
		1,2,4,8	LA	Students will plan and implement a TV broadcast. Students will: choose products to advertise and write commercials; write a short news broadcast; act out a play.
		1	Health, LA	Students pretend a friend is ill and write a get-well letter.
			SS	Students will view TV commercials and list products they use, and which they wouldn't use.
4. Educational Awareness	4. Relate basic skills development to life roles within the community.	1,5	Math	Distribute numerical-alphabet code (1=a, 26=z). Students will decode or encode words relating to careers using math.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
4. Continued		7,8	LA	Identify importance of education in finding and keeping a job. Discuss how reading helps parents in their occupations and when they're not at work.
5. Career Awareness	5. Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	7	Math, Art	Begin with record, "It's about Time." Use clock to show various times. Discuss importance of being able to tell time. Children will discuss things that rely on time schedule (class, TV programs, buses, jobs). Make clocks using paper plates.
		2,4,7, 8	Art	Students could make a picture representing a job or profession they might live to have when they're grown up.
		1,2,3	LA	After discussing naming words (nouns), tape pictures of various occupations on the board. Students could (a) write nouns related to the occupation, or (b) choose from a list of 3 nouns the one identifying the pictured occupation.
		4,7,8	Health	Identify various jobs. Select specific buildings (store, hospital, school) and tell which jobs could be found in that building.
		2,3,4, 7,8	PE, LA	Game-workers and the Wind: Half the students are workers and decide on an occupation. The Wind (rest of students) and Workers face each other in center of play area. Wind ask questions to be answered yes or no. (Do you wear special uniform?, etc.). When career is guessed, Wind chases Workers, trying to tag them and make them Wind. Last Worker is the winner.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
5. Continued		1,2,4,7,8	SS	Students will interview parents about their occupations. As a group, students will then compare occupations and tell how they help people and other occupations.
		1,2,4,7	SS	A variety of guest speakers could discuss their jobs, importance of cooperation on the job, dependence on other jobs, tools used for job.
		1,2,3,4, 7,8	SS	Each week, study a different job in the community. Find a hat to symbolize each occupation studied and display it.
6. Economic Awareness	6. Understand the money exchange system vs. the barter system		Math	Using a cash register, designate one student as cashier, others as customers. Given specific situations, students "purchase" goods and make change.
			Math	Design math problems showing relative value of coins (e.g., how many pennies equal a nickel?). Read "The Tuba Factory" and discuss money as a medium of exchange.
7. Skill Awareness, beginning competence	7. Understand the use of various communication tools and their effect on life style and future career choice.		Math	Students select a job or activity and determine a time to do it. Show that time on individual clocks, and, using a real clock, do activity at pre-arranged time (e.g., time for snack.)

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
8. Employability Skills	8. Identify styles of interaction that contribute to individual and group goals.	1,2,3,4, 5,7	LA	Prior to field trip to library, discuss appropriate behaviors in library. After the field trip, discuss/write about/illustrate caring for books, job of librarian, responsibilities of library users.
		1	SS	Discuss energy crisis. Interview parents to discover how shortage of electricity or gas would affect their jobs. Discuss ways to save energy at home.

Grade 3

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
1. Appreciations and attitudes	1. Realize the contributions of community members to the students and others.	5	Sci	To understand role of weatherman, students could plan and present TV weather programs, and also could include commericals.
			Sci, SS	Utilize local greenhouse and employees to help students understand care of plants (planting to nurturing) and related careers.
		7,8	Health	Discuss inspectors and inspections. Students could identify who inspects (e.g., gov't., personnel, policeman, manufacturers, doctors) and discuss reasons for inspections. Lead discussion to include inspecting own classwork for errors.
		7	Math, SS	By using a variety of measuring tools (e.g., ruler, stop watch, caliper, speedometer, thermometer, measuring cup), students will become familiar with the tools and discuss occupations using each tool.
		5	SS	Discuss careers that involve producing a service rather than goods (utility men, repairman, janitor). Invite guest speakers (e.g., school custodian) to discuss job.
		4,5	SS, Art	Students could illustrate own parents at work, at home or away, and discuss their jobs, contributions to community, school and home.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
2. Self Awareness	2. Recognize attitudes toward learning tools and their value in achieving individual goals.	7	Health	Students could learn to associate good health habits with a healthy body and career success by: (a) viewing films - "Your Body and Its Parts", "Taking Care of Yourself; (b) outlining human body and drawing important organs; (c) keeping daily checklist of personal health habits (cleanliness, rest, diet, etc.); (d) visiting with a local doctor.
		7	Health	Discuss good grooming habits and tools used to achieve healthful grooming. Place mirrors around the room so students can check personal habits during the day.
			Health	Using "happy faces" as a continum scale (very happy through neutral to angry), students could explore and identify own feelings in various situations (e.g., reading aloud in class, going to school, attitudes of friends toward self).
			Math	Set up numerical/alphabet code (1=a, 26=z). Students will decode occupation words by solving math problems (e.g., 7 x 2 - loa_ officer
		8	LA	Students cut out a head silhouette and paste on pictures and words that show or tell what they believe occupations family roles, leisure activities, and/or citizenship responsibilities to be. Students could share heads with 1 other person. Each pair could share with another pair.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
3. Decision Making	3. Identify components of decision-making process.		Health	Using basic interest area categories (outdoor, manual, artistic, mental, social), students could list activities in columns of like, don't care, dislike. Students then would identify areas of greatest, least interest.
		6	Math	Students cut out pictures of foods and label each with a price. Given play money, students will purchase foods and grocer will make change.
			SS	Using ranking and eliminating, student will choose 10 items (from list of 30-40) that he would take with him from a sinking boat to a nearby island, and he will explain how his 10 choices would keep him alive.
			LA	Students could file career cards in alphabetical order, evaluate accuracy by checking numbers on back of cards.
4. Educational Awareness	4. Understand the similiarities and differences between life roles and learned skills.		LA	After reading "What Will I Be from A to Z?", students could discuss or write about own future.
			Health, SS	To understand that workers have a variety of life roles, students will first list a number of jobs on the board and discuss the importance of each job. Each student would choose a job he likes or knows about and prepare a booklet about a person who might have that job, using magazine pictures. Include a picture of a worker, appropriate clothing, worker's family and home, hobbies, etc. Follow-up could include actual interview of person in that occupation.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
4. Continued			Math, Sci, Health	Students can become aware of energy use and misuse by acting as census takers. Surveys could include tallying (a) number of light bulbs in each room of house; (b) number of lights on at specific time of day; (c) safety hazards in home and school.
5. Career Awareness	5. Compare local jobs to jobs in general.	1	Health, Sci	Using Dairy Council Buttermaking Kit, students could make butter, discuss classroom vs. commerical production of butter, and identify all jobs leading to consumer purchase of butter (farmer to grocer).
			SS	Given a situation, students will pretend to be there and will describe all the jobs and workers they can see (e.g., at grocery store, in hospital, in restaurant).
			SS, LA	After a field trip into the community or within school, students will list all the jobs observed, and tell which ones could be found in different setting or situation.
			LA	Students could study local help wanted ads to determine jobs available and training/education needed.
6. Economic Awareness	6. Understand our monetary system		Math	Using a list of clothes to be dry cleaned and rates for each item, students will calculate total dry cleaning bill (e.g., 1 dress costs $2 to clean; 2 dresses cost ?).
			Math	Set up store, service station, etc., where students will purchase goods and services while other students make change.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	ample Activities
6. Continued			LA	iscuss and evaluate advertising - why, how, no, what, where. Discuss: Do we buy items e may not need or want because of advertisement?
7. Skill awareness, beginning competence	7. Understand the use of additional tools and their effect on life-style and future career choice.		Health	iscuss occupations with regard to health equired, health hazards, and whether indoor outdoor work.
			SS	dentify tools used in the home (e.g., needle, rench, dust pan, refrigerator). Discuss how hey are used, and which occupations outside he home might use the same tools.
			LA	nvestigate telephone book, finding items such s emergency numbers, area codes, zip codes, uide words, specific addresses and numbers. se yellow pages to discover number of doctors, here to get knives sharpened, where to rent heelchairs, etc.
			SS, LA, Art	o provide students with a better understanding f the education sequence, visit the school shop, ome economics room, art room, etc., and observe ctivities. Follow-up could include drawing ictures about experience, writing stories/ hank you notes.
			SS, Art	o foster map skills, each child will have a ity/area map. Different colors could be used o show highways, railroads, rivers, schools, hildren's home, etc.

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Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
8. Employability Skills	8. Understand how to resolve personal conflict between individual and group goals.		Health	Students could dramatize stories of conflict situations (e.g., winning by cheating vs. losing if playing by the rules) and discuss the feelings of characters involved.
		7	Health	Students rate own work habits according to attitude and effort, attendance, and functioning as members of classroom group.
			SS	Students will hear story of the "Me" family who thinks it can be self-sufficient. Discuss types and amounts of help we get from other people and the community.
		3	Health	Given a list of 10 student traits (e.g., honest, smart, cooperative) each student will rank traits. Then working in pairs, students must agree on ranking of traits. Repeat with groups of 5.
			SS	Working is groups of 5, students will be given a map of a large island on which they were ship-wrecked. They will decide where to settle, set up and distribute jobs, establish a monetary system, and organize a government.

Grade 4

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
1. Appreciations and attitudes	1. Be aware of the wage earner's job and how it affects the home unit.	2,5	LA	To explore career possibilities, students could construct and use a "compute-a-career" card file, a needle sort-type activity. Each student gathers information on 6 careers (1 own choice, 1 parent's career, 4 teacher assigned). Each career card would include (a) indoor or outdoor job; (b) aptitudes needed; (c) primarily mental or physical skills needed or combination; (d) education needed; (e) comments with relevant data. With appropriately punched holes, and when placed in a box (for ease of handling), students can use wooden dowels to select careers in their areas of interest.
		3,5	LA, SS Art	Students could identify school-related occupations and illustrate them by constructing a bulletin board. In small groups, students then would interview workers for information on (a) major work performed; and (b) work-related decisions made by worker.
			Health, SS	Students investigate relative wages paid for variety of jobs and discuss effect on family's life style. Discuss how location of family affects job choices. Emphasis could be placed on jobs not found locally (especially why jobs aren't found in area).
			Art	Using a tin can and paper, fabric, buttons, etc., student will construct a worker in specific occupation.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
1. Continued		8	SS, LA	Job Card Relay - (job card=picture and name of occupation). Students are divided into relay teams. Job cards are divided and placed in stacks. When race begins, first person in line takes top job card and on the board writes some way that job relates to his own life (e.g., provides food), and returns to line. Repeat with each team member.
			SS	After interviewing family members to determine family needs and workers who fulfill them, students will: develop list of common needs, rank order these needs, and develop a visual aid showing contributions by workers involved in fulfilling that need.
2. Self Awareness	2. Relate the mastery of educational skills to individual success.	4,8	LA	Teacher could tell story of Willie, a new student who wants to make a good impression on teacher and peers. He volunteers to thread film projector but discovers he doesn't know how. Students could then (a) act out various endings, (b) discuss Willie's feelings, (c) discuss courage needed to admit lack of knowledge and/or skill.
		4	LA	Students role play job interviews, acting as employer and applicant. Stress desirable personal traits, work habits.
			Health, LA	Students write letters to selves, describing own life, home responsibilities, things important to self. Compare letters. Write another letter to oldest person in own family, covering same topics. Compare, contrast letters. Predict what own life will be like at age of that person.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
2. Continued		4	Health, LA	Given a regular 3-day assignment requiring movement, students will explore communication skills by experiencing restrictions: Day 1 - no speaking, 2 - no writing, 3 - no gesturing. Students will record feelings, problems, conflicts, and discuss these at end of 3 days.
			Music, LA	Having discussed composition, rhythm and song-writing, student will choose a career and write song lyrics about that career. Using melody bells/piano, student will compose melody for song. Songs will be performed for/by class.
			Math	On 10 cards, write a numeral. On 10 cards, write a mathematical symbol (= +). Student draws 3 cards from each group and uses as many as possible to construct a mathematical sentence (e.g., 3+4=7).
		3	SS	Student relates what he'd like to be doing in 10 years and how he thinks he should prepare for it.
3. Decision-Making	3. Realize the need for goals in life-style decisions.	4,8	LA	Given a list of student traits (happy, clean and dependable) student will rank traits according to personal importance. Working in pairs, students will compare rankings and reach a concensus. In groups of 5, students will repeat activity. Entire class will review rankings and evaluate.
		1,8	LA,SS	Working in groups of 5, students will list reasons why people work. Groups will compare and discuss lists.

Element of Career Education Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
3. Continued		Health	Using a checklist of common responsibilities (getting me up in a.m., cleaning my room), students will determine how much they are responsible for selves and dependent on others. They could also predict responsibilities they'll assume in future and when.
	8	SS	Given a value conflict situation, students will resolve conflict through role playing and using decision-making process. Sample situations: student stealing from teacher's desk is observed by another student; writing on wall with felt pen; destroying property; being a bully.
	2,8	Math, SS	To develop management skills, students will plan a class party. They will form committees, choose leaders, examine resources (money, donated materials) and actually purchase supplies.
	1	SS	Given a list of 20 things for which a family might spend money, the student could identify each as a need, a want, or a long-term want. Discuss effect of occupation on one's needs and wants.
	2,5	SS, LA	Given a specific occupation, students in groups of 3 will identify major task performed by a worker in that job, training needed, and classification as skilled or unskilled. Groups will then cluster jobs according to categories listed.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
4. Educational Awareness	4. Be aware of individual strengths and weaknesses as related to peer groups		LA	Read story about 3 friends trying out for positions on basketball team. During tryouts, Henry (or Jane) is so excited and nervous that he fails to do well. When teams are announced, Henry/Jane doesn't make the team but other 2 friends do. Students could role play story and endings, and discuss (a) how Henry/Jane felt; (b) the reactions of friends who made the team; (c) how Henry/Jane could compensate (be manager, try out for another sport).
		8	LA	Teacher, students take turns role playing situations showing different attitudes (enthusiasm, anger, etc.). Discuss how attitudes of others affect self and one's own job performance.
			Health	Students discuss feelings and what makes them happy, sad, etc. Discuss ways to control undesirable emotions.
			SS	Given a list of personal qualities, student will: (1) rate self; (2) rate self as he believes others would; (3) have others rate him. Compare ratings and determine areas needing improvement.
5. Career Awareness	5. Group cluster jobs according to similarity of job performance.	1	LA	Students try to guess answers to occupational riddles. (e.g., I am a doctor of cars, I know how all the parts fit together and work. Who am I? mechanic).

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
5. Continued			LA	Each student has a card listing an occupation placed on his back. He tries to identify occupation by asking yes-no questions of other students. When all occupations have been identified, students will group cards according to similarities and discuss groupings.
		1	Health, LA	Invite panelists from various health services (MD, RN, X-ray tech, DVM, Dentist, Chiropractor) to discuss jobs, show tools and equipment. Group could break into small groups to further explore jobs. Follow-up: creative writing - "A Day in the life of _____."; field trips to medical offices.
			Music, LA	Using a musical code where notes represent letters A-G students will decode or encode names of jobs in music (composer, drummer, teacher, etc.).
			Art, SS	Students will collect pictures depicting workers communicating. Each student will make a list of occupations and type of communication shown. Students will then prepare a bulletin board collage, grouping pictures as to type of communication (speaking, written, gesturing).
6. Economic Awareness	6. Understand the process of production and distribution of goods and services.		LA, Art, Sci	Students will invent a new toy, describe it and how it works, write an ad to sell the toy, develop a 30-second TV ad, and construct a mock-up toy.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
6. Continued		1	Math, SS	Having constructed table-top map of city, students will investigate economic impact when parks, schools, zoos, other gov't services are substituted for homes and businesses. Look at price of gasoline and discuss taxes added. Discuss taxes taken out of worker's check.
			SS	Have a classroom trade fair where students bring items to trade. No money may be used.
		3,8	SS	Divide into 6 groups (A-F). Each group receives 2 pictures of an item (A-screwdriver, B-screw, C-wrench, D-bolt, D-dollar bill, F-die set). One person from each group is negotiator and contacts other groups. Object - A & B each end up with a screw and screwdriver; C & D a wrench and bolt, E & F a die set and dollar. However, A & B, C & D, E & F cannot deal directly but must deal with other 4 groups to obtain desired item. Follow-up: discuss methods and communication used to complete activity. Compare with real-life distribution of goods.
		8	SS	Students could plan and implement a candy sale, beginning with comparing recipes, pricing and purchasing materials, making posters, making candy, determining price needed to meet expenses and ensure profit, and selling of candy.
7. Skill Awareness, beginning competence	7. Understand and master the use of tools for measurement and extension of energy in simple machines.		LA	Show pictures of or actual tools, implements, equipment, used in various trades and occupations. Students will identify use of tool and job (e.g., T-square, cleaver, trowel, apron).

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
7. Continued			SS	Given a situation where repairs are needed, students will identify who would be called and what tools might be used (e.g. leaky faucet, broken freezer, remodel home, fix car). Discuss importance of worker knowing how to use tools.
8. Employability Skills	8. Participate in active groups in order to develop individual and group goals.		LA	To learn cooperation and foster individual responsibility students choose item to mass produce and organize assembly line. The parts of the item are mass produced, but final assembly is done individually so each student can add own creative touches.
		3,6	LA, SS	Given a list of 30-40 items, small groups of students will choose 10 items to take to island after shipwreck. Using map, each group will choose a home site and identify jobs needed for survival.
			Art	Following directions from the group, student will reproduce (on the board) a design or drawing seen by the group, but not by the "drawer".
			Health	To explore nonverbal communication and cooperation students will work in groups of 5. Each student will receive a packet of 3 puzzle pieces that do not match. Without speaking, grabbing or gesturing, students will trade peices to enable each to construct a perfect square.
		1,3	SS	Given a specific situation (e.g. small community, metropolitan area, lost on a island) and a list of 15 or less familiar occupations, students will rank order the list from most to least important.

Grade 5

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
1. Appreciations and Attitudes	1. Analyze working roles as to advantages and disadvantages	4,8	LA, SS	Students could interview parents and grand-parents, including following: (a) satisfaction with chosen profession; (b) would person change professions if possible and why; (c) regards of work other than money; (d) drawbacks, dissatisfaction of job.
		5	SS, LA	Students interview parents about work experience and characteristics (tools, materials, clothing, training, etc.) and try to devise classification system to cover all occupations explored. Teacher could introduce Data-People-Things classification and discuss jobs found in each. Reclassify parent occupations. Discuss how all DPT jobs work together to produce a product.
		2	LA, SS	Students will identify reasons people work and develop a survey form. Each student will ask 2 workers to rank their reasons for working. Compile results and discuss.
		2,4	Health, SS	Start with story 2 friends who do everything together, until 1 moves away. Discuss feelings of friends, effect move will have on friendship. Lead discussion to work situation. Students can predict relationship of people who work together.
		7	Art, SS	Students will produce a 9-month calendar when divided into 5 stations. Station I - outline calendar grid; II-write in days of week (each student writes only 1 day); III-write names of month; IV-write in numerials; V-draw appropriate picture. Discuss repetitive vs. non-rep. job.
		2,4,5	SS	Students could identify things they do well or are interested in, and list occupations they could choose to use those skills/interests.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
2. Self Awareness	2. Be aware of the individual's rights and responsibilities as a worker.		LA	Through autobiographical statements, students could identify personal rights and responsibilities. Lead discussion to include rights, responsibilities of workers. Compare.
		1,4	LA,SS	Students could complete survey on attitudes toward working conditions (work by self or with others, meet new people, operate machinery, etc.) Each student chooses an occupation of interest to him, researches it, and completes attitude survey for that job. Analyze comparison of personal and job surveys.
		1,3	LA	Students listen then role-play story of new workers in ice cream factory. The mold-filler and stick inserter work quickly, but the chocolate dipper is slower, causing slow-up in assembly line. Role play attitudes of boss-(angry-Are you stupid or lazy? concerned-How we improve this situation?). Discuss feelings of workers in each case.
3. Decision-Making	3. Apply decision-making process to school related problems.	8	LA, Sci, Math, SS	Using NASA materials ("Lose on the moon" and worksheet), students will individually rank order 15 items for survival on moon. In groups of 5, students compare rankings and reach concensus. Compare with NASA rankings.
		1,2,5,6, 7,8	SS, Math LA, Sci, Health	Investigate trucking industry through specific firm (e.g. Bekins which has resource materials available). Students should develop related vocabulary (carrier, intrastate, tariff, etc.). Explore life style of truckers--regions covered, responsibilities, wages, time spent on road; also look at related businesses (truck stop cafes). Using road maps, small groups of students could identify 3 routes from Los Angeles to NYC, listing routes by state and number. Calculate mileage.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
4. Educational Awareness	4. Understand the relationship between the role of the individual, his environment, and the roles of selected adults.	5,8	LA, SS, Health	Students will develop a list of community needs and a list of workers/occupations which fulfill the needs. Working first individually, then in small and large groups, students will rank order lists from most to least important. Compare and discuss.
		1,2,5	LA, SS, Art	Students could investigate parents' careers through (a) cutting out pictures related to jobs-tools, etc.; (b) interviewing parents; (c) writing new reports of parents' jobs; (d) listing related vocabulary words; (e) illustrating career on a mural; (f) viewing parents on the job.
		6	SS, Art, Sci	Student could choose an object in nature, observe, draw and write a story about it. Identify a man-made object with a similar function and list the similarities. Identify careers connected with both natural and man-made objects.
		8	Health, PE	When shown pictures of types of athletic equipment, student could (a) identify equipment and how used; (b) name sport involved; (c) name careers involved with use of that equipment.
5. Career Awareness	5. Understand the impact of career clusters on life-styles.	4	LA, SS	As a group, students could list all occupations found in local area. Through discussion, classify all jobs: professional, gov't., business people, services, city gov't., transportation, services, communication. Discuss contributions of each to community.
		2,3	LA,SS	Given one job name, students will identify synonym (e.g., doctor-physician) and discuss contributions of that job to society.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
5. Continued		2	Health	Students could make up riddles about careers in health fields for other students to guess (When a doctor writes a prescription, I dispense the pills, Who am I?).
			Art, SS, Sci	Following discussion on oceanography and ocean-related career clusters, students in groups of 4-5 choose a career to investigate and develop presentation for rest of class.
6. Economic Awareness	6. Be aware of the law of supply and demand.	5,8	LA	Investigate advertising: Evaluate ads in all media for presentation techniques, information given, and effectiveness. Discuss honest vs. slanted ads, and impact on public. Students could identify careers in advertising.
			LA,Art, Sci	Students will invent a new toy, write an ad to sell it, and construct a mock-up.
		3	Health, Art	Students could review basic food groups and discuss importance of balanced diet. Using resources on wise food buying, food ads, unit pricing tables, and personal experiences, students could plan, shop for and prepare a luncheon.
		1,2,3,4	SS, Math	Each student receives $5 (bonus) per month to be used to purchase privileges, control a business, (pencil sharpener, bathroom) for a week, or purchase the right to impose fines (running in halls). Extra money can be earned (for outstanding work, etc.). Student handles and records all transactions. At end of month, money may be used in auction for books, posters, etc.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
6. Continued		3	SS	Search periodicals for information on new products. Predict who would use item, jobs involved in production, market potential, etc.
7. Skill Awareness, Beginning Competence	7. Participate in and understand the processes of mass production. Mastery of several measurement tools.	1,3,6,8	Art, SS	Students choose an item to be mass produced and analyze jobs involved in production. Students may apply for jobs but "boss" determines worker assignments. After item has been produced, discuss process, attractiveness of some jobs over others, feelings of worker on assembly line, etc.
			Math	Students could compare commercial containers for quantity held, and learn to compute price per unit for best value.
			Math	Students plan a trip, computing mileage and expenses and budgeting their resources.
		1,2,4,8	Art, LA	Four groups of students set up assembly lines to make paper butterflies. Each group must complete 10 butterflies in 3 class periods. Group I will have all members present each day; Group II 1 absent/day; III 2 absent; IV 3 absent, necessitating daily changes in assembly line. Evaluation should include productivity of group and effect of absenteeism.
			SS	Divide class in half or thirds. With each group to draw an automobile 25 times; groups A & B will use will assembly line method and divide drawing tasks into 12 jobs. Group C is composed of craftsman who work individually to produce as many drawings as they can during time it takes A & B to produce 25 cars. At finish, discuss final products, feelings of workers, efficiency, problems, etc.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
8. Employability skills	8. Understand how to relate the school environment to society at large and the need for structure and order.	2,4	Health	Read story about Lilly, student in a school where pupils can apply to assist workers in the school. Lilly wanted to be assistant librarian, so she interviewed for that job. Two days later, she learned she didn't get the job. Students discuss the situation (a) Lilly's feelings; (b) make up a list of questions probably asked during the interview; (c) role play the interview.
			SS,LA, Art	Group of 3-4 students selects a school subject area (math), finds or draws pictures of job skills relating to subject selected (taking pulse, baking cake), and constructs a bulletin board showing relationship of school subject areas to job skills.
		6	SS, Math	Students who have jobs could share information with class: tools used, how they got job, duties, likes and dislikes, fringe benefits and marketing of product.
		2,4,5,6, 7,8	SS,LA, Math	Students could set up a city, complete with city officers, judiciary system, businesses. Students sign up or are elected for occupations and investigate real-life roles of that job. Using play money, workers receive a salary and are subject to extra pay (for duties, etc.) and fines (loud talking, etc.). Students learn banking system and write checks.
			SS,Math, LA, Sci	Student is "given" $25,000 with stipulation that he move to New Zealand and develop a ranch, farm or business over a 1 year period. Activities could include: choosing a place of residence, selecting occupation, making out budget, completing purchase orders for items bought, keeping accounts and prepare balance sheet.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
8. Continued			Math	To demonstrate knowledge of math skills, students could work problems involving money; identify reasons for knowing math skills; list math skills needed to run a store; make change for purchases.
			SS	Discuss need for rules in home, school, community, nation. Role play situations involving rules. Write down a rule student feels is bad, tell why, tell how to improve it.

Grade 6

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
1. Appreciation and attitudes	1. Understand the relationship between occupations and their growth and development.	2,4,5	LA, SS	Given pictures of people at work, students will identify and label occupations of each worker. Groups of 3 will investigate 3 occupations and complete an occupational research sheet for each. On bulletin board, students will tabulate research information. Further activities could include categorizing occupations according to identical skills, entry level training, etc.
2. Self Awareness	2. Select career clusters as related to individual strengths and weaknesses	1,5	SS	Student identify jobs of interest to him, research and/or interview people in job choices, and identify local and state training resources in his choices.
		5	LA,SS, Art	Given 2 tasks, 1 repetitive and 1 creative, student will perform both, describe feelings/ reaction, and discuss why different people desire different levels of creativity within same family of jobs.
		1,5	PE, LA, SS	Student will discuss uses of leisure time through hobbies, sports, activities and will demonstrate some of these to class. Student will then list occupations requiring same physical skills as those demonstrated.
		5	LA, SS	Look at local help wanted ads: what information is given? List of 10 occupations available through ads, list of skills, training, experience required, what employee benefits are listed? Which jobs require training beyond high school? List one occupation that sounds interesting but is completely unfamiliar to you.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
3. Decision-Making	3. Apply the decision-making process to home and social related problems	1,2	PE, SS, Health	Student will observe an occupation and identify types of movement of workers. Student will develop an activity to perfect the physical skills needed by person interested in that occupation.
		1,2,5	Health, SS	Class will divide into groups based on occupational interests. Groups will agree upon specified physical skills needed for occupation, will discuss possible means of obtaining those skills, and will describe a plan for developing proficiency in the skills.
4. Educational Awareness	4. Understand the relationships between people and their effect on the accomplishment of tasks.	1,5,8	LA, SS	Teacher identifies and lists classroom jobs. Individual students fill out applications and interview for job of choice. Each week, student's performance is evaluated by self, teacher, other students. Positions are reopened each month.
		1,5,8	PE	Students will identify different sport occupations and types of physical activities in each. Students will practice drills in various sports, noting importance of teamwork and helping weaker team members improve. Follow-up: students will identify occupations requiring teamwork.
5. Career Awareness	5. Recognize abilities and skills required for various career clusters.	1,2,6	SS	Student will select an occupation and research it, including major economic role, description of tasks performed by worker, tools. Students will depict the occupation in method of own choosing. Class will identify occupation and major economic role.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
5. Continued		1,2	LA, SS	Students will interview people in family, school and/or community and find out where and how worker received training for job. Develop a display using information and discuss types of training available locally.
			SS	Students will participate in field trip for on-site observation and will list jobs observed, schooling/training required for each job, and where to obtain this schooling/training.
		2	SS,LA	Using occupational characteristics lists developed by students, class will be divided into 5 teams for a producer-consumer-distributor (PCD) "spelling bee". Teacher alternatively reads statements about an occupation to team, continuing until student identifies both the occupation and if P,C, or D. Repeat until 1 person remains standing.
6. Economic Awareness	6. Understand that specialization creates an independent society.			This goal could be incorporated into most activities described. Example, refer to second activity listed under goal 8 grade 4.
7. Skill awareness, beginning competence	7. Understand tools and processes used in research. Simple machines combined to produced complex machinery.		SS	Students could play Tool Match Game, using 60 cards: 20 with pictures of tools, 40 with description of tool usage. All cards are dealt, and first player places any card face up. #2 tries to match that card with correct tool or usage card from his hand. If match is possible, he plays card a top #1 card. If not, he places any card on table in front of him. Play continues until one player has used up all his cards. Variation: Tool Rummy.

Element of Career Education	Goal	Also applicable to goals #	Subject Area(s)	Sample Activities
7. Continued			LA, SS	Students bring tools to class and write a paragraph explaining how tool is used. Tools are placed on table; numbers of cards are placed in hat. Student draws a number, teacher reads card, student has a few seconds to select correct tool,
			LA, SS	Game - I am a Tool -- One student thinks of a tool; others ask 20 yes-no questions trying to identify tool.
8. Employability Skills	8. Identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morals.	1,2,5	Art	After discussing the 6 life roles, students will design own shield depicting how each views self in relation to life roles.
		2,4,5	LA	Discuss working roles of men and women: Why do men work? Why do women work? When are women the family major wage earner? Should women receive lower salaries than men? How do people feel who do more work for less money? List "men only" jobs and decide if women could do them.
		1,3,4	LA	Student will apply for job in home, using an application form, and must perform 2 jobs during 2-week cycle. At end of job, parent and student each evaluate performance.
			LA,SS	Class will discuss production capabilities in relation to school. Students will survey needs of teachers and contract goods and services to be provided by students. Class will assign work roles, collect needed materials and fulfill contracts. Class will discuss and identify work roles of students in relation to producer, consumer and distributor.

IMBLER CAREER EDUCATION GUIDES

FOR SECONDARY

Program Goal	Competency	Indicator/Activity
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.	Demonstrate ability for punctuality and regular attendance at work.	The student will maintain a record of punctuality and regular attendance at school and in class according to Imbler school Policy.
	The student demonstrates the ability to work as a responsible team member in classroom activities.	Students will be given specific group projects and their ability to work with fellow students will be an integral part of class structure.
	The student accepts and meets deadlines for assignments and projects.	Given projects, tasks, and work assignments, the student will complete the tasks within designated periods.
	The student will demonstrate acceptable posture, dress, and personal grooming.	The student will maintain acceptable posture, dress, and personal grooming at school according to school policy.
Students will develop the ability to assess his or her own aptitudes, values, and experiences, and relate abilities to occupational choices.	Student identifies skills, experiences, talents he or she has that might be useful in specific occupations.	Given assigned projects in fine arts, crafts, commercial art, and art history, the student assesses his own interests and skills.
	Student identifies career field most closely related to personal interests and abilities.	Given classroom experiences and career related audio-visual aids, speakers, field trips, and other resources, the student will identify careers related to his interests and skills.

Program Goal	Competency	Indicator/Activity
Student understands that career development is a life-long process involving change, decision-making and goal adjustment.	The student recognizes career changes are normal in the lives of people.	In a class interview with local artists who have changed jobs, the student will inquire as to his feelings about the change.
	The student understands how change affects career decision-making for an individual.	In a class interview with local artists who have changed jobs, the student will inquire as to why he changed jobs.
	The student recognizes the importance of decision-making and goal setting process in career development.	In a class interview with local artists, the student will inquire as to when and how the artist's career decisions were reached.
Students who have selected a career will know the physical, psychological, and educational requirements of his/her career.	The student understands how physical requirements and attributes relate to possible occupational choices.	In a class interview with local artists, the student will inquire as to the skills and physical requirements of art-related occupations.
	The student identifies places or methods of training and education which can provide him with occupational knowledge and skills.	By examining catalogs from various art schools and discussing them, the students will become aware of local and national art schools available to them.
	The student understands the need for continual updating of occupational knowledge and skills throughout his working life.	In a class interview with local artists, the student will inquire as to the importance of updating his knowledge and skills.
	The student understands and recognizes advancement may be dependent upon additional training and experience.	In a class interview with local artists, the student will inquire about the ways and means of advancement in the art field.

Program Goal	Competency	Activity
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.	Demonstrate responsibility for punctuality and regular attendance at work.	The student will maintain a record of punctuality and regular attendance at school and in class according to Imbler school policy.
		In vocationally oriented classes, students will demonstrate regular attendance and punctuality as part of class requirement.
	The student demonstrates the ability to work as a responsible team member in classroom activities.	Students will be given specific group projects and their ability to work with fellow students will be an integral part of class structure.
		Students will be able to discuss why being able to work as a responsible team member in class situation is directly related to work situations.
	The student accepts and meets deadlines for assignments and projects.	Given work assignments, the student will complete these within designated periods.
		Students will tie together the necessity of meeting deadlines with actual work situations.
	The student will demonstrate acceptable posture, dress, and personal grooming.	The student will maintain acceptable posture, dress and personal grooming at school according to school policy.
		Given work situations, students will describe proper dress and grooming.

Program Goal	Competency	Activity
Students will be aware of the attitudes and interpersonal relationships necessary to be successful in the world of work.	The student recognizes the need for interpersonal communication in jobs.	Given job situations, students will describe the need for interpersonal communication either within or with outside people. Demonstration of interpersonal communication will be part of simulation programs and group projects.
	The student identifies behaviors that affect work relations.	Students will be asked to identify three supportive and three non-supportive behaviors he/she recognizes within self that could affect work relations. Students will describe the relationship expectations of employer and employee in any given job situation. Student will be asked to list five qualities of a successful employee. This will follow discussion, own experiences etc.
Students will develop the ability to assess his or her own abilities, aptitudes, values, and experiences, and relate abilities and aptitudes to occupational choices.	The student makes self-personality observations.	Students will be asked to identify within themselves, values, abilities, and experiences that will aid them in their occupational choices. Students will be asked to identify supportive and non-supportive behaviors he/she recognizes within self that will affect their occupational choices.

Program Goal	Competency	Activity
	Student identifies skills/ experiences he/she has that might be useful in specific occupation.	Student identifies compatible occupations with personal values, skills and experiences. From introductory Business Ed. classes, students should be able to identify this as either a compatible occupation or non-compatible.
	Identify career fields most closely related to personal interest and abilities.	Student identifies compatible occupations with personal values, skills and experiences.
The student will acquire a knowledge of skills necessary for entrance into the job market.	Demonstrate basic skills and knowledge applicable to apply for a job.	Student will be asked to write a personal resume. Given a job application, students will be asked to fill it out properly. Given specific job openings, students will write letters of application. Students will list five things potential employers will look for in application forms and/or letters of application. Students will list five items they should consider when going into a job interview. Through role-playing, Each student will be asked to participate in and evaluate an interview.

Program Goal	Competency	Activity
Students understand that Career Development is a life-long process involving change, decision-making and goal adjustment.	The studen' recognizes career changes are normal in the lives of people.	Students will list at least ten changes within themselves noted in the last year. This could include friends, ideas, attitudes, beliefs, future plans, etc.
		Given a case study, students will write an explanatory paragraph on how change affects the person's life.
		Students will beasked to interview one person on the changes they have made over the years and how this has affected their lives.
	The student understands how change affects career decision-making for an individual.	Taking a given field, students will explain how change has affected the career possibilities. Example: Data Processing.
		Given a case study, students will explain how change affects the person's life and what career decisions were made as a result of these changes.
Students who have selected a career will know the physical, psychological, and educational requirements of his/her career.	The student understands how physical requirements and attributes relate to possible occupational choices.	With occupational choices in mind, the student will go through related subject matter and consider his/her past and present physical status and determine any possible affect these might have on requirements of occupational choice.

Program Goal	Competency	Activity
	The student identifies places or methods of training and education which can provide him/her with occupational knowledge and skills.	With assistance of Business Ed. teacher, students interested in further study of related subjects will research materials available on schools etc. where knowledge and/or skills can be obtained. Students will then identify what they feel is the best course of action for them to take in furthering their education, and advancing their knowledge and skills.
	The student understands the need for continual updating of occupational knowledge and skill throughout his working life.	Through contrasting of a given occupational choice the past to present to possible future, students will be able to explain the necessity for continual updating and study in their occupational choice.
	The student understands and recognizes advancement may be dependent upon additional training and experience.	From selected occupational choices, students will identify the types of job advancement that are related to additional training and experience. Example: Typist in typing pool vs. Legal or Private Secretary.

Program Goal	Competency	Indicator/Activity
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.	Demonstrate responsibility for punctuality and regular attendance at work.	Each student will be required to be at conferences and classes on time and regularly.
	The student demonstrates the ability to work as a responsible team member in classroom activities.	Group counseling sessions will be held in which the group process will not only be studied and discussed but actually practiced, with results noted and observed.
	The student accepts and meets deadlines for assignments and projects.	Counseling materials checked out such as games, books, and learning pockets must be dated and turned in on specified dates.
	The student will demonstrate acceptable posture, dress, and personal grooming.	Handled in one to one conference by the counselor, in which the benefits and advantages of these behaviors will be discussed and dealt with.
Students will develop the ability to assess his or her own abilities, aptitudes, values, and experiences and relate abilities and aptitudes to occupational choices.	The student makes self-personality observations.	The student gains understanding of his self-concept through tests designed to measure his values, personality and aptitudes.
	The student relates self-personality observations to possible choices of occupations.	Through individual counseling and occupational and interest inventories, the student will gain an understanding of jobs most suited to him.
	The student relates how value systems relate to occupational choices.	Through value inventories, rankings, and clarification, the student will gain an understanding of which occupations closely relate to his own value systems.
	The student identifies skills/experiences he/she has that might be useful in specific occupations.	Through aptitude, intelligence, and achievement testing, the student will assess his potential and relate this to occupations, with the help of the counselor.

Program Goal	Competency	Indicator/Activity
Students understand that career development is a life-long process involving change, decision-making, and goal adjustment.	The student recognizes the importance of the decision-making and goal setting process in career development.	Through value inventories and rankings, interest inventories, and personal conferences, the student will begin making career decisions and realistic life goals.
Students who have selected a career will know the physical, psychological, and educational requirements of his/her career.	The student understands how physical requirements and attributes relate to possible occupational choices.	Given job description catalogues and the DOT, the student compares his attributes with requirements of the occupation of his choice.
	The student identifies places or methods of training and education which can provide him with occupational knowledge and skills.	Given school and college catalogues and state employment services, the student will locate educational and training centers for his chosen occupation.
	The student understands and recognizes advancement may be dependent upon additional training and experience.	Given job description catalogues and information from state employment services, the student notes that job advancement most often requires additional education along with experience.

HOME ECONOMICS/FAMILY LIVING

Program Goal	Competency	Indicator/Activity
The student deomonstrates a knowledge of career habits necessary for obtaining and keeping a job.	Demonstrate responsibility for punctuality and regular attendance at work.	The student will maintain a record of punctuality and regular attendance at school and in class according to Imbler school policy.
	The student demonstrates the ability to work as a responsible team member in classroom activities.	Given a specific committee assignment, the student will complete all assigned tasks within the group project.
	The student accepts and meets deadlines for assignments and projects.	Given a work assignment or project, the student will complete the task within a designated period.
	The student will demonstrate acceptable posture, dress, and personal grooming.	Given specific laboratory situations, the student will dress appropriately, and demonstrate acceptable posture and grooming.

Program Goal	Competency	Indicator/Activity
Students understand how career choices affect life roles.	The student identifies the interactions and interdependence of life roles.	Given the six life roles, the student depicts past, present and possible future changes for his own life using written and/or visual methods. Given the six life roles, the student will demonstrate how he participates in each, in terms of: time, functions within roles, personal needs, values, and abilities (using discussion, role playing, graphs, written exercises).
Students will develop the ability to assess his/her own abilities, aptitudes, values and experiences, and relate abilities and aptitudes to occupational choices.	The student makes self-personality observations.	The student will analyze his/her personality using a variety of methods, such as: a) completing open-ended statements; b) listing positive qualities (abilities, skills, traits, characteristics); c) rating work values on a continuum scale; d) completing personality inventories; (e.g., "You and Your Abilities Inventory", Who Am I?) Given a prescribed list of personal traits, the student will compare these with a self-evaluation and with ratings done on him/her by an adult and at least one friend.

Program Goal	Competency	Indicator/Activity
	Student identifies skills/ experiences he/she has that might be useful in specific occupations.	The student will complete "You and Your Abilities Inventory: to assess abilities and relate abilities to career choices. The student will analyze his/her own experiences in career-related activities and evaluate his/her experience, abilities, and enjoyment of the activities. (sample form in Portland's PCE guide, page HE 28) Given a series of questions on personal attitudes and abilities, the student will rate his/her own employability potential. (sample form in Portland's PCE guide, page HE 31-32)
Students understand that career development is a life-long process involving change, decision-making and goal adjustment.	The student recognizes career changes are normal in the lives of people.	Given a specific assignment, the student will identify changes in his/her own life in the previous three years (physical, emotional, social, intellectual). Given statistics on career changes in the U.S., the student will assess the permanence of an initial career choice and predict the possibility of change in any specific career. Using a wheel of fortune to determine changing careers, the student will adjust an initial family budget and lifestyle to accommodate changes in careers and economic situations.

Program Goal	Competency	Indicator/Activity
	The student recognizes the importance of the decision-making and goal setting process in career development.	Given a problem-solving situation, the student will list the steps involved in a career decision-making process. Given a problem-solving situation, the student will apply his knowledge of the decision-making process.

INDUSTRIAL ARTS

Program Goal	Competency	Indicator/Activity
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.	Demonstrate responsibility for punctuality and regular attendance at work.	The student will maintain a record of punctuality and regular attendance at school and in class according to Imbler school policy.
	The student demonstrates the ability to work as a responsible team member in classroom activities.	Given the shop management system, the student will function effectively as a member of the personnel system and carry out his assignment.
	The student accepts and meets deadlines for assignments and projects.	Given projects, tasks, and work assignments, the student will complete the tasks within designated periods.
	The student will demonstrate acceptable posture, dress, and personal grooming.	The student will maintain acceptable posture, dress, and personal grooming at school according to school policy.

Program Goal	Competency	Indicator/Activity
The students will be aware of the attitudes and interpersonal relationships necessary to be successful in the world of work.	The student recognizes the need for interpersonal communication in jobs.	Given the shop laboratory setting, the student will establish effective communication between fellow students and teachers.
	The student identifies behaviors and attitudes that affect work relations.	Given the shop laboratory setting, the student will establish effective interpersonal relationships.
		Given the shop laboratory setting, the student will list five supportive behaviors and five non-supportive behaviors.
Students will develop the ability to assess his or her own abilities, aptitudes, values, and experiences and relate abilities and aptitudes to occupational choices.	Student identifies skills/ experiences he/she has that might be useful in specific occupations.	Given a list of skills and experiences in the industrial arts area, the student will check off those skills and experiences which he/she has and select 5 compatable career choices.
	Identify career fields most closely related to personal interest and abilities.	Given an industrial arts laboratory experience and a list of occupations, the student will list 5 occupations which seem to be most desirable.

IMPLER HIGH SCHOOL

GENERAL CAREER EDUCATION COURSE GOALS - ALL CLASSES

Program Goal	Competency	Indicator/Activity
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.	Demonstrate responsibility for punctuality and regular attendance at work.	The student will maintain a record of punctuality and regular attendance in accordance with school policy.
	The student demonstrates the ability to work as a responsible team member in classroom activities.	The student will demonstrate a regard for the rights of others in the class.
	The student accepts and meets deadlines for assignments and projects.	The student will complete assigned tasks within the designated time.
	The student will demonstrate acceptable posture, dress, and personal grooming.	The student maintains acceptable posture, dress and personal grooming at school in conformance with school policy.

IMPLER HIGH SCHOOL

COMBINED CAREER EDUCATION COURSE GOALS/ MATH 7 - 12

Program Goal	Competency	Indicator/Activity
The student will develop the ability to assess his or her own abilities, attitudes, values and experiences and relate abilities and aptitudes to occupational choices.	Identify career fields most closely related to personal interest and abilities.	Students will go through the "Help Wanted" section of a large city newspaper and collect ads for jobs requiring math as a determining factor and math as a contributing factor.
The student will acquire a knowledge of the skills necessary for entrance into the job market.	Demonstrate basic skills and knowledge needed to apply for a job.	Students will take the math portions of at least two employment tests in current use for common jobs of a non-technical nature and demonstrate an acceptable score.
Students understand that career development is a life-long process involving change, decision making and goal adjustment.	The student understands how change affects career decision making for an individual.	Students will compare current newspaper "Help Wanted" ads with such ads from newspapers 10 and 20 years old and will determine changes which may have occurred in jobs requiring math backgrounds.

IMBLER HIGH SCHOOL

SPECIALIZED CAREER EDUCATION COURSE GOALS/ MATH 10 - 12

Program Goal	Competency	Indicator/Activity
Students who have selected a career will know the physical, psychological, and educational requirements of the career.	The student understands how physical requirements and attributes relate to possible occupational choices.	Organize a group of citizens who have technical jobs to meet with students and provide guidance. Tape interviews where the field of interest is not represented in the area.
	The student identifies places or methods of training and education which can provide him with occupational knowledge and skills.	Select some typical programs in math and science education after high school and discuss them with the class. Visit a local college to observe the classes and facilities.
	The student understands and recognizes advancement may be dependent upon additional training and experience.	Have students find jobs in the "Help Wanted" ads which require special training or advanced degrees.

Program Goal	Competency	Indicator/Activity
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.	Demonstrate responsibility for punctuality and regular attendance at work.	Daily attendance and punctuality in class prepares the student for work. Students who are absent or tardy often will be reminded that such behavior is unacceptable in a work environment.
	The student demonstrates the ability to work as a responsible team member in classroom activities.	Students will act as a team member in math games where others depend on their ability to solve problems.
	The student accepts and meets deadlines for assignments and projects.	Students are taught that math assignments should be turned in when due, just as a job must be completed or a contract fulfilled on schedule.
	The student will demonstrate acceptable posture, dress, and personal grooming.	The effect of unacceptable posture, dress, and personal grooming on a student's chances to get and keep a job will be emphasized.

Program Goal	Competency	Indicator/Activity
Students will develop the ability to assess his or her own abilities, aptitudes, values, and experiences and will relate these abilities and aptitudes to occupational choices.	The student identifies skills and experiences he or she has that might be useful in specific occupations.	The students will list occupations that use mathematics and discuss what skills are important in these occupations. The students will list and discuss what math skills are important in all careers.
	Identify career fields most closely related to personal interest and abilities.	The student will decide which basic math skills he/she must master to enter career fields that he or she is interested in.
The student will acquire a knowledge of skills necessary for entrance into the job market.	Demonstrate basic skills and knowledge applicable to apply for a job.	The students will list and discuss what math skills are necessary in any job. The students will take a sample employment math test. The student will decide which basic math skills he or she must master before applying for any job.

Program Goal	Competency	Indicator/Activity
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.	Demonstrate responsibility for punctuality and regular attendance at work.	The student will be able to maintain a record of punctual and regular attendance in science, missing no more than five days or being late no more than five times in one quarter. Any tardiness or absences in excess of this will result in a lower grade.
		The student will be able to predict the effects of tardiness and poor attendance on his science performance.
	The student demonstrates the ability to work as a responsible team member in classroom activities.	Given a science committee assignment, the student will complete all tasks in the group project using a checklist.
	The student accepts and meets deadlines for assignments and projects.	Given a science assignment, the student will complete the assignment by the designated time or receive only half credit for late assignments.
	The student will demonstrate acceptable posture, dress, and personal grooming.	The student will demonstrate acceptable posture, dress, personal grooming as set by school policy.
		Given a simulated employment interview, the student will demonstrate acceptable posture, dress, and personal grooming.

Program Goal	Competency	Indicator/Activity
The student will recognize the economic and social values that different forms of work have in our society.	The student recognizes that all forms of work represent a necessary or dignified society.	Given a list of biologically related jobs available within the community, the student will be able to discuss at least one value of that job.
Students understand how career choices affect his life role.	Student identifies the interactions and interdependence of life roles.	Given different biological jobs, the student will demonstrate how he would participate in each in terms of time, function, personal needs, values, and abilities.
	The student understands how self-concept affects participation in life roles.	The student defines the meaning of a list of self-concept terms. The student states how a person's self-concept affects his functions in life roles.
Students will be aware of the attitudes and interpersonal relationships necessary to be sucessful in the world of work.	The student recognizes the need for interpersonal communication in jobs.	The student will show the effects of interpersonal communication by using correct English, grammar, and spelling on all written assignments and oral participation. The student will show respect and consideration at all times for all people in the classroom.
	The student identifies behaviors that affect work relations.	The student will be able to list five supportive and five non-supportive behaviors.

Program Goal	Competency	Indicator/Activity
Students will develop the ability to assess his or her own abilities, aptitudes, values, and experiences, and relate abilities to and aptitudes to occupational choices.	The student makes self-personality observations.	Given a list of personal traits necessary for a biological job, the student compares these with his self evaluation and an evaluation done on him by at least one other person.
		Given a list of 10 biological occupations, and the abilities required for each, the student relates these to his own abilities.
	The student relates self-personality observations to possible choices of occupation.	Given a list of five biological occupations the student identifies the personal abilities and characteristics necessary for those occupations.
	The student relates how value systems relate to occupational choices.	Given a situation involving conflicting values, the student will be able to list the values used in the situation.
	The student identifies skills/ experiences he/she has that might be useful in specific occupations.	The student identifies biological occupations compatible to his values.
	Identify career fields most closely related to personal interest and abilities.	Given a list of biological careers, the student identifies five which correspond to his interests and abilities.

Program Goal	Competency	Indicator/Activity
The student will acquire a knowledge of skills necessary for entrance into the job market.	Demonstrate basic skills and knowledge applicable to apply for a job.	The student reads and follows directions and is able to totally complete the task as instructed. Given the completed task, the student identifies mistakes made and correctly assesses the results of those mistakes and how these would affect a career if done on a job.
Students understand that career development is a life-long process involving change, decision-making and goal adjustment.	The student recognizes career changes as normal in the lives of people.	Given a specific biological career, the student lists at least five changes that have occurred in the last ten years that affect that career.
	The student understands how change affects career decision making for an individual.	Given an actual situation for a specific career, the student will explain how change will affect that career and what will be done as a result.
	The student recognizes the importance of the decision-making and goal setting process in career development.	Given a problem situation, the student will apply his knowledge and decisions to the problem and evaluate what effects his decisions would have.

Program Goal	Competency	Indicator/Activity
Students who have selected a career will know the physical, psychological, and educational requirements of his/her career.	The student understands how physical requirements and attributes relate to possible occupational choices.	The student will identify the physical requirements necessary for five biological careers.
		The student relates his physical abilities to the requirements for five biological careers.
	The student identifies places or methods of training and education which can provide him with occupational knowledge and skills.	Given a list of five biological careers, the student will explain the training needed for each and where to obtain such training.
	The student understands the need for continual updating of occupational knowledge and skills throughout his working life.	The student will list three reasons for additional training and skills for a given biological career.
	The student understands and recognizes advancement may be dependent upon additional training and experience.	Given a list of biological careers, the student will select two and identify the advancement opportunities related to additional experience and training.

IMBLER HIGH SCHOOL
GENERAL CAREER EDUCATION COURSE GOALS/ALL CLASSES

Program Goal	Competency	Indicator/Activity
Students will develop the ability to assess his or her own abilities, aptitudes, values, and experiences, and relate abilities and aptitudes to occupational choices.	Student identifies skills/ experiences he/she has that might be useful in specific occupations.	Student identifies compatible occupations with personal values, skills and experiences.
	Identify career fields most closely related to personal interest and abilities.	Student identifies compatible occupations with personal values, skills and experiences.
Students who have selected a career will know the physical, psychological, and educational requirements of his/her career.	The student understands how physical requirements and attributes relate to possible occupational choices.	Given his/her occupational choices, the student will review, with related subject matter teachers, his past and current physical status and determine any possible effect these might have on them.
	The student identifies places or methods of training and education which can provide him with occupational knowledge and skills.	Assisted by subject area teachers, the student will explain the methods of training needed for various occupations requiring educational training, this to include locations for obtaining the training.
	The student understands the need for continual updating of occupational knowledge and skill throughout his working life.	Assisted by subject area teachers, the student will be able to contrast the required training for an occupation for an earlier to a later date.
	The student understands and recognizes advancement may be dependent upon additional training and experience.	Assisted by subject area teachers, students will select three occupations and identify the types of job advancement that are related to additional training and experience.

IMBLER HIGH SCHOOL
GENERAL CAREER EDUCATION COURSE GOALS/ALL CLASSES

Program Goal	Competency	Indicator/Activity
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.	Demonstrate responsibility for punctuality and regular attendance at work.	The student will maintain a record of punctuality and regular attendance at school and in class according to Imbler school policy.
		Given a described work situation, the student will be able to predict three effects of tardiness and poor attendance on the work operations.
	The student demonstrates the ability to work as a responsible team member in classroom activities.	Given a specific committee/group assignment, the student will complete the task and work in a responsible team member.
	The student accepts and meets deadlines for assignments and projects.	Given work assignments, the student will complete the tasks within designated periods.
	The student will demonstrate acceptable posture, dress, and personal grooming.	The student will maintain acceptable posture, dress and personal grooming at school according to school policy.

IMBLER HIGH SCHOOL
COMBINED CAREER EDUCATION COURSE GOALS/SOCIAL STUDIES AND CONSUMER-PRODUCER SKILLS

Program Goal	Competency	Indicator/Activity
The student will recognize the economic and social values that different forms of work have in our society.	The student recognizes that all forms of work represent economic and or social values in our society.	Given a list of jobs available within the community the student will be able to discuss at least one necessity or value of that job.
Students understand how career choices affect one's life roles.	Student identifies the interaction and interdependence of life roles.	Given the six life roles, the student will demonstrate how he participates in each, in terms of time, functions within roles, personal needs, values, abilities. (Role play-interviewing)
	The student understands how self-concept affects participation in life roles.	Given a description of three people, the student states how each person's self-concept affects their function in the life roles.
Students understand that career development is a life-long process involving change, decision-making and goal adjustment.	The student recognizes career changes are normal in the lives of people.	Given the assignment, the student lists at least ten changes noted during the last year in terms of physical size, interests, foods liked, experiences, changes in dress or hairstyle, friends or beliefs.
		Given a case study, the student will write an explanatory paragraph on how change affects the person's life.
	The student understands how change affects career decision making for an individual.	Given a case study, the student will explain verbally or in writing how change affects the person's life and what career decisions were made as a result of these changes.

IMBLER HIGH SCHOOL
COMBINED CAREER EDUCATION COURSE GOALS/SOCIAL STUDIES AND CONSUMER-PRODUCER SKILLS

Program Goal	Competency	Indicator/Activity
	The student recognizes the importance of the decision-making and goal setting process in career development.	Given a problem solving situation, the student will list the steps involved in a career decision-making process. Given guidelines for goal setting, the student establishes goals and critiques them to adhere to the suggested guidelines.

IMBLER HIGH SCHOOL
CAREER EDUCATION COURSE GOALS/CONSUMER-PRODUCER SKILLS

Program Goal	Competency	Indicator/Activity
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.	The student will demonstrate acceptable posture, dress, personal grooming.	Given a simulated employment interview, the student will demonstrate acceptable posture, dress, and personal grooming.
Students will be aware of the attitudes and interpersonal relationships necessary to be successful in the world of work.	The student recognizes the need for interpersonal communication in jobs.	Given a job situation, through role play or case study analysis, the student will show the effects of interpersonal communications.
	The student identifies behaviors and attitudes that affect work relations.	Given a job situation, the student lists behaviors which are supportive and five which are non-supportive.
		Given a job situation, the student describes expectations of employer and employee in relation to each other. (Verbally or written)
		Given class discussions, case studies, and field trips, the student will be able to list five qualities of a successful employee.

IMBLER HIGH SCHOOL
CAREER EDUCATION COURSE GOALS/CONSUMER-PRODUCER SKILLS

Program Goal	Competency	Indicator/Activity
Students will develop the ability to assess his or her own abilities, aptitudes, values, and experiences and relate abilities and aptitudes to occupational choices.	The student makes self-personality observations.	Given a prescribed list of personal traits, the students compare these with a self evaluation and then compares this evaluation with ratings done on him/her by an adult and at least one friend.
	The student relates self-personality observations to possible choices of occupation.	Given a list of five occupations, the student identifies personal traits that would be appropriate to those occupations.
	The student relates how value systems relate to occupational choices.	Given a story containing conflicts, the student will be able to list the values presented in the story. (Verbally or written)
	Student identifies skills/ experiences he/she has that might be useful in specific occupations.	Given a list of personal values/ skills the student identifies compatible occupations.
	Identify career fields most closely related to personal interest and abilities.	Given a standardized interest inventory the student identifies ten occupations which correspond to his inventory results. (GATB)

IMBLER HIGH SCHOOL

CAREER EDUCATION COURSE GOALS/CONSUMER-PRODUCER SKILLS

Program Goal	Competency	Indicator/Activity
The student will acquire a knowledge of skills necessary for entrance into the job market.	Demonstrate basic skills and knowledge applicable to applying for a job.	Given a job application the student will fill it out correctly. Given a completed job application, the student identifies mistakes made in filling out the application and discusses the general impression the given application might make on an employer. Given a role playing situation, each student participates in and evaluates the interview. Given a specific job the student writes a personal resume.

Program Goals	Competencies	Indicators/Activities
The student demonstrates a knowledge of career habits necessary for obtaining and keeping a job.		
Students will develop the ability to assess his or her own abilities, aptitudes, values, and experiences, and relate abilities to and aptitudes to occupational choices.	Student identifies skills/ experiences he/she has that might be useful in specific occupations.	Ask students to write an essay about their own expectations of themselves, taking into account what they know about their own values, interests, abilities. Have students write a second essay on what they think their families expect of them. In order to learn more about themselves, have students mark a Work Value Continuum.
	Identify career fields most closely related to personal interest and abilities.	Given a list of occupations, students will select an occupation that he would accept and one that he would reject; he will write an essay giving his reasons. Students will list 3 jobs that they would like to have and then list 3 things about each job that they consider important. Students will write an essay linking their background/ experiences to the jobs they have selected.

Program Goals	Competencies	Indicators/Activities
Students understand that Career Development is a life-long process involving change, decision-making, and goal adjustments.	The student understands how change affects career decision-making for an individual.	Interview grandparents, or someone of that gereration, and write an essay on the various job roles that person had during his/her lifetime, how they ended up with that particular job at that particular time, noting especially the reasons for the change. Interview parents or someone of that generation, and do as above. Choose a business in the community and contact the business for information on its history including: the way it was begun, changes through the years, types of employees and changes, product or service changes, prospects for the future. Then chart the history with pertinent information and pictures. A report can then be compiled and shared in either the form of a speech or a term paper. This could be done in connection with a "Career Investigation Week".

Program Goals	Competencies	Indicator/Activities
Students who have selected a career will know the physical, psychological, and educational requirements of his/her career	The student understands how physical requirements and attributes relate to possible occupational choices.	The teacher will invite resource people to speak to the class. Students will be prepared to interview resource persons and write a job analysis based on their reactions. This could also terminate in group discussions.
	The student identifies places or methods of training and education which can provide him with occupational knowledge and skills.	Using the library resources available, the student will identify the places where he/she can receive education or training in his selected 5 possible career choices. This could include writing to those places for further information or catalogs.
	The student understands the need for continual updating of occupational knowledge and skills throughout his working life.	
	The student understands and recognizes advancement may be dependent upon additional training and experience.	